


Language :	French
Place of the course	Bruxelles Saint-Louis
Main themes	<p>Through its interdisciplinary approach, the course helps develop critical thinking and raises students' awareness of major societal challenges related to the digital revolution and disinformation, as well as issues of sustainable development and inclusion.</p> <p>By examining the notion of information from a legal perspective, the course also addresses topics related to the law of evidence, as well as information and communication law, freedom of expression, and data law.</p>
Learning outcomes	<p>At the end of this learning unit, the student is able to :</p> <p>The general objective of the teaching unit (TU) is to provide training in academic working methods.</p> <p>To this end, it specifically aims at the following learning outcomes of the Bachelor of Laws (as identified by the Faculty of Law at the Saint-Louis campus):</p> <p>"I. Acquire a general education"</p> <ul style="list-style-type: none"> – Develop a critical understanding of general information sources (such as the press, new media and the internet in general, political discourse, surveys, statistics, etc.); – Acquire general knowledge and interdisciplinary skills through the development of a solid background in non-legal human and social sciences, enabling one to decode legal phenomena from a resolutely interdisciplinary perspective; <p>"II. Acquire specifically legal knowledge"</p> <ul style="list-style-type: none"> – Develop a critical understanding of the main sources of law; – Acquire the foundations for the legal apprehension of facts, the relationship between law and facts, and the law of evidence; – Become familiar with data law, information law, and freedom of expression; – Apply these foundations to concrete legal situations (casus). <p>"III. Acquire the methods and tools of the scientific approach"</p> <ul style="list-style-type: none"> – Integrate the main approaches and basic tools of research in the human sciences;– Acquire a critical and responsible use of artificial intelligence. <p>"V. Master written and oral communication in French"</p> <ul style="list-style-type: none"> – Learn to communicate, in writing, an idea, a line of reasoning, a problem, or an analysis.
Evaluation methods	<p>The course in Criticism of Information Sources is evaluated by a written examination, organized during the January session, or a final exam organized during the June and September sessions. Only the mark higher than 10/20 is therefore retained for the subsequent session(s) of the same academic year (Art. 23 of the RGEE Implementing Provisions for the Faculty of Law).</p>
Teaching methods	<p>The course is given ex cathedra in a large amphitheatre during the first term, at a rate of 2 hours/week. It is accompanied by optional monitoring.</p>
Content	<p>The course Critique of Information Sources is first and foremost a methods course, practice-oriented, focused on the application of the methods presented through questions, exercises, and legal casus.</p> <p>The presentation of the principles and methods of research involves the theoretical definition of a number of concepts (categories of information sources, methods of documentary research, principles of source criticism, the legal foundations of the validity of information, and the basic legal rules related to the notion of information and data). This presentation is, however, systematically illustrated in a practical, and even participatory, manner. At the end of each theoretical section, a series of exercises are carried out during the lecture as a way of synthesizing the material.</p> <p>Particular emphasis is placed, given the course's place in a bachelor's degree in law program, on legal information and on the handling of information in judicial contexts. Nevertheless, it also extends to political information, scientific information, journalistic information (and current events), as well as new media as a whole. During the course, students are thus systematically confronted with original sources of information (documents, research tools, websites, audiovisual sources, guest practitioners, etc.) which are then criticized and evaluated.</p> <p>Given its practical dimension, the course does not dwell on distinguishing the epistemological premises or scientific affiliations of each principle and method presented. Its aim is to provide students with the greatest possible autonomy to ask the right questions and to manage in any environment and in the face of any issue they encounter; to help them acquire genuine critical reflexes. It therefore consists of an intensive intellectual "training" that should logically extend into all the work students will be called upon to carry out</p>

	<p>during their academic career, and beyond. In the first year of the law bachelor's program, students are already required to apply these principles and methods in the context of the humanities seminar, which complements the course within the same teaching unit, as well as in the legal methodology seminar.</p> <p>The course also deals with the legal apprehension of facts—including the notion of information and data—the relationship between law and facts, the law of evidence, and the critique of legal sources. Students must thus become aware of the importance of critical analysis within the legal field. To this end, the course is, as much as possible, connected with the content of the course on sources and principles of law, and with that of the legal methodology seminar.</p>
Inline resources	During the four-month term, PowerPoint presentations and certain accompanying texts, where applicable, will be made available to students via Moodle.
Bibliography	<p>I. Bauthian, Gally, L'esprit critique, Paris, Éditions Delcourt, 2021.</p> <p>G. Bronner, La démocratie des crédules, Paris, PUF, 2013.</p> <p>G. Bronner, Déchéance de rationalité, Paris, Grasset, 2019.</p> <p>S. Cuykens, D. Holzapfel, L. Kennes, La preuve en matière pénale, Bruxelles, Larcier, 2015.</p> <p>B. Fosséprez, A. Pütz (dir.), La preuve au carrefour de cinq disciplines juridiques, Limal, Anthemis, 2013.</p> <p>C. Gauvard, J.F. Sirinelli (dir.), Dictionnaire de l'historien, Paris, PUF, 2015.</p> <p>K. Hillis, M. Petit, K. Jarrett, Google and the culture of search, New York, Routledge, 2012.</p> <p>N. Marquis, E. Lenel, L. Van Campenhoudt, Pratique de la lecture critique en sciences humaines et sociales, Paris, Dunod, 2018.</p> <p>D. Mougenot, « La preuve », Répertoire notarial, t. IV, Les obligations, livre II, Bruxelles, Larcier, 2012.</p> <p>J. Pycke, La critique historique : un long chemin à parcourir entre le témoignage et la synthèse, 3e éd., Louvain-la-Neuve, Academia-Bruylant, 2000.</p> <p>R. Quivy, L. Van Campenhoudt, Manuel de recherches en sciences sociales, 3e éd. rev. et augm., Paris, Dunod, 2006.</p> <p>M. Romainville, À l'école du doute : apprendre à penser juste en découvrant pourquoi l'on pense faux, Paris, PUF, 2023.</p> <p>Ch. Samaran (dir.), L'Histoire et ses méthodes, Paris, La Pléiade, 1961 (Encyclopédie de La Pléiade).</p> <p>C. Scheepers (dir.), Former à l'écrit, former par l'écrit dans le supérieur, Louvain-la-Neuve, De Boeck Supérieur, 2021.</p> <p>C. Scheepers (dir.), Former à l'oral, former par l'oral dans le supérieur, Louvain-la-Neuve, De Boeck Supérieur, 2023.</p> <p>C. Scheepers (dir.), Former à la lecture, former par la lecture dans le supérieur, Louvain-la-Neuve, De Boeck Supérieur, 2024.</p> <p>C. Scheepers (2025). Accompagner le mémoire en formation d'enseignants, Louvain-la-Neuve, De Boeck, Supérieur, 2025.</p> <p>C.R. Sunstein, Anatomie de la rumeur, Genève, Ed. Markus Haller, 2012.</p> <p>A. Tihon, Critique historique, Bruxelles, syllabus des FUSL, 1987 (inédit). 2012.</p>
Faculty or entity in charge	DRTB

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Bachelor in Law [Dual Bachelor's degree for the holder of a Bachelor in Sociology and Anthropology]	DROB1BA	3		
Bachelor of Laws (French-Dutch-English / Droit-Rechten-Laws)	DREB1BA	4		